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ABSTRACT

The Complete Procedural Record (CPR) method provides an opportunity for the student teacher to: (1) review theories, practices, and experiences he or she encounters in teacher preparation courses; (2) rethink the various responsibilities and tasks one will have to assume during the practice teaching experience; (3) identify the concerns one has about strengthening teaching skills and abilities; (4) conduct an assessment of one's teaching competencies before and after practice teaching; (5) develop a closer working relationship with the supervising teacher and the college supervisor; and (6) establish professional aims that focus on those teaching performances which one needs to identify short term and long term improvement goals. Prior to student teaching, the teacher education student sets performance goals through the completion of the CPR framework, which has nine areas for identifying goals: (1) classroom climate; (2) curricula; (3) communication; (4) progress; (5) practices; (6) performance; (7) reflective teaching; (8) tools; and (9) training. (CB)

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CPR: A MODEL FOR EFFECTIVE GOAL SETTING

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CPR: A MODEL FOR EFFECTIVE GOAL SETTING

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A future teacher learns to prepare and cultivate performance goals as part of the pre-professional teacher training. Such preparedness is essential and allows the prospective teacher to set and use goals while practice teaching. If a practical goal setting model is applied during the course of field experiences, it prepares a person for the observation and supervisory process one encounters as a student teacher. Therefore, it is important for a future teacher to select achievable goals, but equally important, they give the supervising teacher a distinct purpose for being a productive role model, and offer the college supervisor another source for monitering and observing the student's performance.

Any procedure undertaken to establish goals related to teaching and non-teaching activities starts with the student teacher thinking about his or her preparation. Then, the contemplation of strengths and weaknesses concerning teaching ability, plus a desire to succeed and fulfill certain expectations. At this point, the student is ready to pose questions and set performance goals in the form of a Complete Procedural Record, hereinafter referred to as the

CPR. Specifically, the CPR is a summary that outlines one's purpose for conducting and completing various responsibilities in the classroom. Also, as listed below, it prescribes several areas in which a prospective teacher should assess and identify goals.

C
1. Classroom Climate
2. Creative Curricula
3. Complementary Communication

P
4. Planned Progress
5. Particular Practices
6. Productive Performance

R
7. Reflective Teaching
8. Reliable Tools
9. Relevant Training

Within each of the nine descriptors listed above, a student can question his or her competency, behavior and attitude toward teaching, along with establishing goals for improvement. Therefore every descriptor given for the CPR is reviewed in terms of asking an assortment of questions. Upon completing such a review, the practice teacher can determine high and low competencies before particular goals are set. Thus, information and topics an individual needs to consider for the CPR goal setting procedure are described and enumerated below.

1. Classroom Climate - Describe ways in which you will make the classroom a pleasant and inviting environment.

The first element within the CPR, classroom climate, encourages one to think of ways to embellish the environmental surroundings and consider the importance of making conditions for learning appealing and pleasant for pupils that occupy the room. A few basic questions relate to making adjustments in the learning environment over which the practice teacher has control. How will the classroom invite and motivate pupils to learn? Will pupils be inclined to suggest changes in the environment to suit their individual needs? How will misbehavior be handled in class? These questions are an attempt to have the student teacher view the classroom through the learner's eyes; plus be concerned about organizing a room that is clean, caring, colorful and friendly.

2. Creative Curricula - Describe ways in which you plan to be creative and alter curricula to serve the pupil's interest.

It's common for an experienced teacher to modify the basic curricula to accommodate high-achieving pupils as well as low-achieving pupils. Such changes are necessary, since ability levels do differ for each learner. Besides, differences among learners will lead a prospective teacher to probe for answers to the following questions. How will you individualize the curricula to satisfy the interest and cognitive level of every student? How can you present the curricula in a way for pupils to understand and want to learn? How do you effectively construct and organize content requiring modifications? Basically these questions relate to curricula change and an awareness of pupils' readiness to learn.

3. Complementary Communication - Describe statements, phrases and nonverbal activities you will use to make the learner feel appreciated.

Everyone likes to receive praise or some form of recognition for his or her accomplishments; consequently, a student teacher has to offer positive feedback through verbal and nonverbal communication. This CPR descriptor has the individual to consider a variety of functions when questioning, listening and responding to pupils. Further, the prospective teacher may give thought to these questions. How are pupils motivated to ask questions? Do you provide pupils with clear directions and explanations? Do you exhibit proper and active listening habits? What type of verbal interaction do you provide to make pupils feel valuable, capable and responsible? Finally, when responses are completed for this descriptor, they form a collection of skills, statements and ideas to reward, motivate and encourage the learner.

4. Planned Progress - Describe the ways in which your daily lesson plans and teaching objectives will be designed to guide student progress.

Any well-prepared lesson plan includes a criterion for each objective as a means of monitoring student progress. When establishing a criterion, for example, 90% of the class will receive a passing grade on mid-term examinations, it has to be planned within a percentage for the majority of learners to pass. Also, the length of evaluation periods set to measure academic progress can occur weekly,

bi-weekly or monthly. Such periods are usually set according to teacher expectations; however, occasionally, they are set in terms of the pupils having enough time to master the content or to receive the highest examination scores possible. A student teacher must consider criteria to achieve planned progress in a manner that is sufficient for each child and keep the following questions in mind. What number of students will not pass in a given grading period? What kinds of tests will be developed and administered to assess learner progress? How will evaluation data be collected and organized to monitor pupil progress?

5. Particular Practices - Describe the instructional practices or strategies you will use to reinforce student learning.

Assigning homework is the one practice normally relied upon for reinforcing what is taught in the classroom. Other than homework or inclass seatwork, the prospective teacher needs to use convergent and divergent inquiry strategies. Varied instructional methods reduce monotony and increase the opportunity for pupils to encounter different teaching procedures. When reviewing pedagogical styles, the individual should question his or her ability to be innovative, implement new strategies or revise old practices. For example, do you work effectively with individuals, small groups and large groups? Do you design follow-up learning activities that permit pupils to tranfer relevant knowledge to situations outside the classroom?

6. Productive Performance - Describe the ways in which you will use supervisory

feedback to influence your productivity and performance in the classroom.

In this descriptor, the questions relate to improving one's performance through observing and talking to teachers. What does one learn from classroom observations? What type of information is most helpful? Will observations and meetings with the supervising teacher change one's behavior in the classroom? Thus, a relationship between the supervising teacher and student teacher is stimulated by the attitude that "satisfactory" teaching performances still need improvement. Also, techniques that enable an individual to use time effectively, plan efficiently and set priorities for meeting scheduled due dates are significant features of productive performance.

7. Reflective Teaching - Describe your thoughts and feelings about teaching.

Why do you feel you chose teaching as a career? How do you preceive yourself as a teacher? Do the expressions on children's faces while learning make you feel proud to be in the teaching profession? Seeking reasons and examining the joys of teaching is the task for this descriptor. The future teacher has to explain and provide insight about his or her perceptions and feelings. In general, responses to the questions aim at one's thinking toward the profession and the justifications for wanting to teach.

8. Reliable Tools - Describe the types of educational devices, textbooks, supplementary aids, tests or computer software that will enhance instruction in your subject area.

The preference for selecting certain kinds of educational devices often depends on the individual and the availability. Nevertheless, a prospective teacher will likely choose materials and aids in which he or she feels comfortable and secure using. Therefore, a person having little confidence in teaching via the computer is seldom willing to depend upon it a majority of the time. Instead, other educational aids that require a minimum of technological skill are used. Without a doubt, the practice teacher needs exposure and information on how to effectively use all materials and devices currently available. Since the student teacher is responsible for understanding the most reliable function and purpose of tools designed to enrich classroom instruction, these are the kinds of questions to be considered. What qualities might one look for in selecting instructional resources? How do you plan to stay informed and up-to-date on the various types of educational tools?

9. Relevant Training - Describe the kind of professional training you will seek to strengthen your teaching.

There are several areas for an inexperienced teacher to probe when planning professional development. As a result, reconsideration of professional qualities, concerns and aspirations are primary personal elements. These elements can be included in a proposed outline or needs assessment on skills requiring enrichment to set the thrust for this last descriptor.

Conclusion

As an individual works through this goal setting procedure,

descriptors for the CPR only include a few questions, but certainly others not mentioned could be developed by the student teacher, supervising teacher or college supervisor. Moreover, the CPR provides an opportunity for a student teacher:

- to review the theories, practices and experiences one encountered in teacher preparation courses.

- to rethink the various responsibilities and tasks one will have to assume during the practice teaching experience.

- to identify the concerns one has about strengthening teaching skills and abilities.

- to conduct an assessment of one's teaching competencies before and after practice teaching.

- to develop a closer working relationship with the supervising teacher and the college supervisor.

- to establish professional aims that focus on those teaching performances which one needs to identify short-term and long-term improvement goals.

Lastly, the CPR is a framework for prescribing goals that guide a person's potential for becoming an effective teacher, in addition to establishing the "right" course for prospective teachers.

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